DOCUMENT RESUME

ED 318 858 CE 054 315

TITLE Family and Individual Health. Performance Objectives and Criterion-Referenced Test Items.
INSTITUTION Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE Aug 89
NOTE 114p.; For related documents, see CE 054 312-315.
AVAILABLE FROM Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 40-4400-E, $8.10).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; Career Education; Competence; Competency Based Education; Course Content; Criterion Referenced Tests; *Family Health; *Health Education; Home Economics; Leadership Training; *Nutrition; Nutrition Instruction; *Parenthood Education; *Physical Fitness; Secondary Education; Small Businesses; State Curriculum Guides; Student Organizations; Test Items; Vocational Education
IDENTIFIERS Future Homemakers of America; *Missouri

ABSTRACT

This document contains competencies and criterion-referenced test items for the Family/Individual Health semester course in Missouri that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject-matter specialists. The guide is designed to assist home economics teachers in incorporating the Vocational Instructional Management System (VIMS) into the Family/Individual Health semester course. The document begins with a 14-item bibliography. The individual competency listings consist of a duty area, task(s), performance objective and criteria, and criterion-referenced test item with answer. Instructional areas covered include the following: predicting effect of health on family well-being; creating a physical fitness plan; identifying safety and sanitation principles; planning for home care of family members; identifying community services; comparing nutritional needs at different stages of the life cycle; recognizing special dietary needs; evaluating health care services and plans; recognizing careers in family and individual health; identifying types of small businesses; and developing leadership through Future Homemakers of America. (KC)

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ED318858

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# Performance Objectives and Criterion-Referenced Test Items

## *Family and Individual Health*

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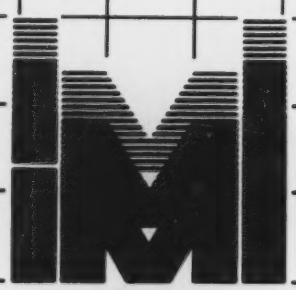

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CE 054 315

# FAMILY/INDIVIDUAL HEALTH

## PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

Produced by the Instructional Materials Laboratory
University of Missouri
Columbia, Missouri
August 1989

## ACKNOWLEDGMENTS

Development of Performance Objectives and Criterion-Referenced Test Items was a collaborative effort involving the talents, time, and cooperation of many individuals. Appreciation for the many hours of hard work is extended to each participant.

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## FOREWORD

Future planning is a basic necessity in the world of education; we are continually seeking ways to improve the quality of education and training. We are dedicated to the process of helping administrators, educators, and students answer the needs of a constantly changing, fast-paced society.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides a practical framework that can help teachers and administrators manage the instructional process and evaluate their programs more efficiently to assure maximum productivity and accountability.

The Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987, is a valuable tool in implementing VIMS into the home economics curriculum at the local level. It includes competencies for the Family/Individual Health semester course which were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists.

To further assist home economics teachers in implementing VIMS into the Family/Individual Health semester course, a minimum of two performance objectives have been developed and validated for each competency by teachers with expertise in the area of family and individual health. One criterion-referenced test item has been developed and validated for each performance objective. The development of performance objectives and criterion-referenced test items will facilitate the teacher's ability to recognize the student's mastery of competencies for Family/Individual Health.

## RESOURCES FOR FAMILY/INDIVIDUAL HEALTH PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS


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**Competency:**

Duty Area: A Predicting Effect of Health on Family Well Being

Task: 1 Evaluate values related to personal health

**Performance Objective:**

Given: Given a case situation,

Task: the student evaluates the values used as related to personal health

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Jenna has two very important goals. One involves eating balanced meals to maintain her weight and to increase her stamina. A second goal involves helping others to keep healthy. Jenna works with her mother to plan menus which meet the nutritional needs of the family members. She also sets aside time each weekend to work on an exercise program with elderly residents of a local nursing home. What part of the valuing process is Jenna using?

a. living values

b. prizing values

c. * working for values

d. analyzing values

(NOTE: * represents correct response)

**Competency:**

Duty Area: A Predicting Effect of Health on Family Well Being

Task: 1 Evaluate values related to personal health

**Performance Objective:**

Given: Given a case situation,

Task: the student evaluates the level and values used related to personal health

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Benton is overweight because he has poor eating habits. When he is under stress he is reaches for a sandwich, candy bar, or other convenience foods. What does Benton value when he uses food in this way?

a. time

b. * security

c. peer support

d. affection

(NOTE: * represents correct response)

**Competency:**

Duty Area: A Predicting Effect of Health on Family Well Being

Task: 2 Describe mental health needs

**Performance Objective:**

Given: Given a list of actions,

Task: the student describes mental health needs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "P" before the actions that are positive contributors to mental health and "N" before the actions that are negative contributors to mental health.

P__ 1. set realistic goals

N__ 2. act like you think others want you to act

N__ 3. try to handle your problems by yourself

P__ 4. learn from negative experiences

N__ 5. keep your feelings to yourself

N__ 6. continue to relive embarrassing moments

P__ 7. feel good about things you do well

**Competency:**

Duty Area: A Predicting Effect of Health on Family Well Being

Task: 2 Describe mental health needs

**Performance Objective:**

Given: Given a list of actions,

Task: the student describes mental health needs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Greg is easily angered and loses his temper over every little problem. In analyzing his behavior what is the area of difficulty?

a. being honest with himself

b. assuming responsibility

c. setting direction

d. * coping with stress

(NOTE: * represents correct response)

**Competency:**

Duty Area: A Predicting Effect of Health on Family Well Being

Task: 3 Appraise coping strategies in dealing with stress

**Performance Objective:**

Given: Given a list,

Task: the student identifies positive and negative stressors

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "P" before the positive stressors and "N" before the negative stressors.

Stressors:

N 1. losing your job

P 2. giving an engagement party for a friend

N 3. having a death in the family

N 4. having an automobile accident

P 5. making up with a friend

P 6. spending time with your brother

N 7. learning you will be moving away

P 8. earning all A's

P 9. meeting a famous person

N 10. having a friend who is frequently depressed

Competency:

Duty Area: A Predicting Effect of Health on Family Well Being

Task: 3 Appraise coping strategies in dealing with stress

Performance Objective:

Given: Given a list of actions,

Task: the student appraises coping strategies in dealing with stress

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

After Diane's grandfather passed away, her grandmother came to live with Diane's family. Diane was asked to share her bedroom and to give away her cat because of her grandmother's allergy to fur. Soon Diane began to have trouble sleeping, and became irritable all of the time. Although she loved her grandmother, Diane resented the adjustment. Spending the night with her best friend on the weekend, made her feel better; she decided she would have to stay at her friend's house more often.

Underline the coping strategy for handling stress in this situation. Decide whether it is effective or ineffective. Suggest another way of coping with the situation.

Possible Answer:

Diane's coping strategy was ineffective because the result was only temporary. A more effective coping strategy would be for her to talk to her family about how she is feeling, and ask for help in making adjustments.

**Competency:**

Duty Area: A Predicting Effect of Health on Family Well Being

Task: 4 Investigate world health issues and services

**Performance Objective:**

Given: Given a list of international organizations,

Task: the student investigates world health issues and services

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which organization helped eliminate smallpox in underdeveloped countries?

a. United Nations

b. United Way

c. * World Health Organization

d. International Children's Fund

(NOTE: * represents correct response)

## FAMILY/INDIVIDUAL HEALTH

**Competency:**

Duty Area: A Predicting Effect of Health on Family Well Being

Task: 4 Investigate world health issues and services

**Performance Objective:**

Given: Given a list of diseases,

Task: the student recognizes diseases of major concern to international health organizations

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which disease is not life-threatening to young children?

a. measles

b. * rickets

c. tuberculosis

d. diphtheria

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 1 Evaluate factors related to fitness

**Performance Objective:**

Given: Given a factor related to physical fitness,

Task: the student determines the effects on the body

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What could be a result of a lack of exercise?

a. * increase in muscle injuries

b. prevention of heart attacks

c. reduction in weight gain

d. increase in hyperactivity

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 1 Evaluate factors related to fitness

**Performance Objective:**

Given: Given a factor related to physical fitness,

Task: the student determines the effects on the body

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What effect will stress have on the body if exercise is neglected?

a. a feeling of calm

b. greater muscle flexibility

c. * more rapid aging

d. increase in hyperactivity

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 2 Outline risk factors to health

**Performance Objective:**

Given: Given a list of diseases caused by smoking,

Task: the student recognizes the hazards of smoking

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which disease is not caused by smoking?

a. bladder cancer

b. emphysema

c. * AIDS

d. heart disease

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 2 Outline risk factors to health

**Performance Objective:**

Given: Given a list of items causing pollution,

Task: the student selects a solution

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which method of garbage disposal does not pollute the environment?

a. open land fills

b. incinerators

c. lakes and rivers

d. * recycling for reuse

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 3 Describe functions of body systems

**Performance Objective:**

Given: Given a concept related to body systems,

Task: the student chooses the correct interpretation

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What is meant by body composition?

a. * percent of body fat

b. heart rate

c. ratio of meat to bone

d. calories burned per minute

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 3 Describe functions of body systems

**Performance Objective:**

Given: Given a concept related to body systems,

Task: the student chooses the correct interpretation

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What is the medical terminology for high blood pressure?

a. elevated heart rate

b. * hypertension

c. embolism

d. hypotension

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 4 Investigate controlled substances

**Performance Objective:**

Given: Given information about a controlled substance,

Task: the student determines addictive ingredients

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What causes cigarettes to be addictive?

a. tar

b. cortisone

c. sulfur-dioxide

d. * nicotine

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 4 Investigate controlled substances

**Performance Objective:**

Given: Given information about a controlled substance,

Task: the student determines its effect on body functions

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Describe the action of a controlled substance that relaxes the body and slows the heart rate?

a. * depressant

b. stimulant

c. narcotic

d. hallucinogen

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 5 Compare substance use and abuse

**Performance Objective:**

Given: Given a use/abuse situation,

Task: the student identifies abuse

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What is the condition of an individual who needs increasing amounts of a substance in order to achieve a desired effect?

a. * dependence

b. nervousness

c. sensitivity

d. tolerance

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 5 Compare substance use and abuse

**Performance Objective:**

Given: Given a situation of substance abuse,

Task: the student determines the outcome of substance abuse

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Identify the effect on the behavior of an individual who is abusing substances?

a. sense of well-being

b. * likelihood of accidents

c. increased weight gain

d. tendency to be more outgoing

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 6 Evaluate types of health and fitness services and programs

**Performance Objective:**

Given: Given a case study,

Task: the student analyzes and selects appropriate health and fitness services or programs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Brad's grandfather is terminally ill. His family wants to be with him as much as they can during his last days. Which form of health care includes the family of the terminally ill as much as possible?

a. * hospice care

b. neighborhood health centers

c. health maintenance organizations

d. nursing homes

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 6 Evaluate types of health and fitness services and programs

**Performance Objective:**

Given: Given a case study,

Task: the student analyzes and selects appropriate health and fitness services or programs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Greta wants to lose weight. A local health spa offers formal consultation on health and weight as well as scheduled exercise classes and weight training machines. To use these facilities, she would have to pay $25 per month, plus additional fees for classes and/or the use of the weight machines. Should Greta use these facilities to lose weight?

**Possible Answer**

A person who is committed to losing weight, should be able to schedule an exercise and weight loss program using good quality books and pamphlets as guides. Although a health club or specialized facility can be very expensive, counseling and group participation programs might have a greater effect than trying to lose weight alone. Greta needs to evaluate her budget, the qualifications of the health staff, and her own commitment to weight loss to determine the value of such facilities.

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 7 Compare types of diseases and illnesses

**Performance Objective:**

Given: Given a list of characteristics of two common diseases,

Task: the student selects the characteristic which is similar between the two diseases

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is a symptom of both a cold and mononucleosis?

a. same virus

b. swollen lymph glands

c. * sore throat

d. cough

(NOTE: * represents correct response)

**Competency:**

Duty Area: B Creating a Physical Fitness Plan

Task: 7 Compare types of diseases and illnesses

**Performance Objective:**

Given: Given characteristics of common diseases,

Task: the student selects similar characteristics of two diseases

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which phrase is true for syphilis and AIDS, which are both sexually transmitted diseases?

a. cause swelling of the thymus gland

b. produce a canker sore

c. * discovered by a blood test

d. treated with penicillin

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 1 Interpret safety laws and regulations

**Performance Objective:**

Given: Given a list of agencies,

Task: the student selects the agency which performs a specific task

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which agency assures that food, drugs, and cosmetics meet legally set health and safety standards?

a. * The Food and Drug Administration

b. The Health Care Financing Administration

c. The American Cancer Society

d. The National Institute of Health

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 1 Interpret safety laws and regulations

**Performance Objective:**

Given: Given an environmental condition,

Task: the student interprets regulations regarding this condition

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is an area of our environment where the use of asbestos has been prohibited?

a. brake linings

b. water pipes

c. * school buildings

d. the air

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 2 Identify regulatory agencies

**Performance Objective:**

Given: Given a list of organizations,

Task: the student correctly identifies the agency performing a specific task

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which organization coordinates the efforts of a variety of health agencies and helps improve state and local health services?

a. American Foundation for the Blind

b. * National Health Council

c. American Heart Association

d. Alcohol, Drug Abuse, and Mental Health Administration

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 2 Identify regulatory agencies

**Performance Objective:**

Given: Given a list of organizations,

Task: the student correctly identifies the organization performing a specific task

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which agency is responsible for the prevention of contagious diseases?

a. Office of Human Development Services

b. Food and Drug Administration

c. American Red Cross

d. * Center for Disease Control

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 3 Describe auto and water safety procedures

**Performance Objective:**

Given: Given a situation,

Task: the student selects the correct actions to use

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

In Missouri, what does the law require of a motor vehicle driver?

a. * wear your seat belt

b. lock your car doors

c. release the hand brake

d. drive as slowly as possible

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 3 Describe auto and water safety procedures

**Performance Objective:**

Given: Given a situation,

Task: the student selects the correct actions to use

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Recently Garrett went out in a canoe; he was not wearing a life preserver. The canoe tipped over and drifted away from him. Garrett struggled to remain afloat in the water until help could come. What could Garrett do to keep from drowning?

Possible Answer:

Garrett could use the following method: Take a deep breath and sink into the water. Gradually breathe out and kick to reach the surface. Take another deep breath, sink, and breathe out slowly. This action allows him to rest without losing strength, while waiting for help to come.

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 4 Develop fire and theft prevention procedures

**Performance Objective:**

Given: Given a situation,

Task: the student selects the correct theft prevention procedures to follow

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is a good procedure to follow for the prevention of burglaries, when you must be gone for several days?

a. * install timer lights so the house looks occupied

b. tell all your friends and neighbors that you are leaving

c. leave a note on the door stating when you will be back

d. cross your fingers and don't worry about it

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 4 Develop fire and theft prevention procedures

**Performance Objective:**

Given: Given a situation,

Task: the student selects the correct fire safety procedures to follow

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Keith lives on the second floor of an apartment building. If the smoke alarm should sound while he is sleeping, what procedure should he follow to check for fire?

a. check on others in the apartment

b. * feel closed door of room for heat

c. turn on all lights in the apartment

d. jump out the window

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 5 Compare security devices

**Performance Objective:**

Given: Given a situation,

Task: the student selects the most appropriate security device

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which type of smoke detector is the best value for someone who does not have much money and no knowledge of electrical installations?

a. electric

b. laser

c. photoelectric

d. * ionization

(NOTE: * represents correct response)

**Competency:**

Duty Area: C Identifying Safety and Sanitation Principles

Task: 5 Compare security devices

**Performance Objective:**

Given: Given statements regarding security,

Task: the student identifies features

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Exterior lighting increases security.

F 2. Hide a spare key outside of the house.

T 3. A double cylinder lock uses a key on both sides of the door.

T 4. Change locks when moving to a new location.

T 5. A lighting monitor causes a house to look occupied.

F 6. Shrubbery around windows discourages burglars.

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 1 Identify home care supplies and equipment

**Performance Objective:**

Given: Given a situation,

Task: the student identifies needed equipment

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which first aid item would be needed immediately for a broken arm?

a. tourniquet

b. * splint

c. bandage

d. blanket

(NOTE: * represents correct response)

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 1 Identify home care supplies and equipment

**Performance Objective:**

Given: Given a list of first aid items,

Task: the student determines which to include in a first aid kit

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Place an "X" before all items which need to be included in a typical home first aid kit?

X 1. antiseptic

__ 2. vitamins

X 3. safety pins

__ 4. cough syrup

X 5. sterile gauze pads

__ 6. needles and thread

X 7. scissors

X 8. adhesive tape

__ 9. straight pins

X 10. sealed roll of bandages

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 2 Demonstrate first aid procedures

**Performance Objective:**

Given: Given a situation,

Task: the student selects the appropriate action

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What action should be taken when treating someone for shock, resulting from a blow to the head?

a. help the person sit up

b. give the person artificial respiration

c. * keep person lying down

d, apply a tourniquet

(NOTE: * represents correct response)

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 2 Demonstrate first aid procedures

**Performance Objective:**

Given: Given a situation,

Task: the student correctly selects the procedure

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is the procedure for treatment of a person who swallows a corrosive, burning-type poison?

a. induce vomiting

b. * drink milk or water

c. keep walking

d. apply ice to throat area

(NOTE: * represents correct response)

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 3 Describe procedures for home care (hygiene, moving, feeding, recreation, and exercise)

**Performance Objective:**

Given: Given a situation,

Task: the student determines the correct home care procedures

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is the first step to change bedding for a patient who is completely bedridden.

a. remove all bedding with patient in bed

b. remove and replace top coverings

c. * place two straight chairs beside bed

d. turn mattress prior to making bed

(NOTE: * represents correct response)

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 3 Describe procedures for home care (hygiene, moving, feeding recreation, and exercise)

**Performance Objective:**

Given: Given a situation,

Task: select the correct physical action

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which procedure is used to exercise the knee and hip of a bedridden patient?

a. bend leg straight up with patient in sitting position

b. * with patient on back, bend knee and raise to chest

c. place patient on stomach, bend leg straight up

d. bend foot out and back with patient on back

(NOTE: * represents correct response)

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 4 Describe emotional needs of ill and convalescent

**Performance Objective:**

Given: Given an emotional illness,

Task: the student correctly selects a characteristic of that illness

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which indicates that a person is suicidal?

a. imagines things which are not real

b. fears being closed in small spaces

c. eats large amounts of food and vomits

d. * gives away special possessions

(NOTE: * represents correct response)

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 4 Describe emotional needs of ill and convalescent

**Performance Objective:**

Given: Given a situation,

Task: the student correctly classifies the emotional reaction of the person

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Merideth recently found out that she has a terminal illness; she says that she does not want to think about her illness. Merideth is using which defense mechanism?

a. * repression

b. aggression

c. denial

d. rationalization

(NOTE: * represents correct response)

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 5 Recognize handicapping conditions

**Performance Objective:**

Given: Given symptoms of a disease,

Task: the student correctly identifies the disease to which the symptom is related

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is a disease diagnosed by inflammation of the joints and commonly associated with aging?

a. muscular dystrophy

b. sickle-cell anemia

c. * arthritis

d. syphilis

(NOTE: * represents correct response)

**Competency:**

Duty Area: D Planning for Home Care of Family Members

Task: 5 Recognize handicapping conditions

**Performance Objective:**

Given: Given a physical condition,

Task: the student correctly identifies the disease which demonstrates that condition

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is the wrong way for a parent to deal with a child who has a handicap?

a. recognize child as whole person

b. * ignore the handicap

c. seek counseling

d. acknowledge the handicap

(NOTE: * represents correct response)

**Competency:**

Duty Area: E Identifying Community Services

Task: 1 Describe emergency treatment services

**Performance Objective:**

Given: Given a specific emergency service,

Task: the student describes the services it provides

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Describe the service provided by the 911 telephone number.

Possible Answer:

By dialing 911, a person reaches a special operator who makes immediate contact with the appropriate agency needed in an emergency situation, such as: police, fire department, hospital, etc. An expanded 911 service also records the telephone number of the person needing emergency services so they can be located even if they are unable to give their address.

**Competency:**

Duty Area: E Identifying Community Services

Task: 1 Describe emergency treatment services

**Performance Objective:**

Given: Given an emergency situation,

Task: the student selects the correct response

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Your town has just been leveled by a tornado. People are without shelter, food, and other resources they need. What agency provides emergency support in such a situation?

a. Peace Corp

b. United Way

c. * Red Cross

d. March of Dimes

(NOTE: * represents correct response)

**Competency:**

Duty Area: E Identifying Community Services

Task: 2 Use community health resources

**Performance Objective:**

Given: Given a list of services,

Task: the student identifies the agency that provides that service

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which service is provided by local health departments?

a. cancer screening

b. first aid courses

c. outpatient surgery

d. * vaccinations/immunizations

(NOTE: * represents correct response)

**Competency:**

Duty Area: E Identifying Community Services

Task: 2 Use community health resources

**Performance Objective:**

Given: Given a specific community health service,

Task: the student analyzes factors related to that service

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which activity is not a responsibility of the local community health service?

a. inspecting restaurant and hotel kitchens

b. picking up stray animals

c. administering vaccination and immunizations

d. * providing child care for working mothers

e. offering health education awareness programs

**Possible Answer:**

Answers will vary, based on the literature or information the student acquires.

**Competency:**

Duty Area: E Identifying Community Services

Task: 3 Identify prevention services

**Performance Objective:**

Given: Given a situation,

Task: the student identifies specific preventive measures enforced by the community as regulated by the state

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is a definite factor that will keep children from enrolling in public schools in some states?

a. are mentally retarded

b. have physical defects

c. * have not been vaccinated

d. have a noncommunicable disease

(NOTE: * represents correct response)

**Competency:**

Duty Area: E Identifying Community Services

Task: 3 Identify prevention services

**Performance Objective:**

Given: Given a situation,

Task: the student identifies appropriate action

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What action should be taken if an individual has a sexually transmitted disease?

a. seek treatment of the disease by an allergist

b. * notify all sexual partners

c. inform their co-workers

d. use an over-the-counter medication

(NOTE: * represents correct response)

**Competency:**

Duty Area: E Identifying Community Services

Task: 4 Identify services for special populations

**Performance Objective:**

Given: Given a list of agencies,

Task: the student chooses the agency which provides services for special populations

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

If a family is unable to afford medical costs, what agency will provide such support?

a. American Lung Association

b. American Cancer Society

c. Planned Parenthood

d. * Division of Family Services

(NOTE: * represents correct response)

**Competency:**

Duty Area: E Identifying Community Services

Task: 4 Identify services for special populations

**Performance Objective:**

Given: Given a list of agencies,

Task: the student identifies the agency that provides services for shut-ins

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which organization provides assistance by delivering meals to the shut-ins?

a. Humane Society

b. * Meals-on-Wheels

c. Human Development Corporation

d. Older Adult Transportation Service (OATS)

(NOTE: * represents correct response)

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 1 Evaluate food sources of nutrients, water, and fiber

**Performance Objective:**

Given: Given a list of foods,

Task: the student analyzes the nutrient specified

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which food provides complex carbohydrates?

a. lettuce

b. * potatoes

c. citrus fruits

d. red meat

(NOTE: * represents correct response)

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 1 Evaluate food sources of nutrients, water, and fiber

**Performance Objective:**

Given: Given a list of foods,

Task: the student analyzes fiber content

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which vegetable has the most fiber?

a. raw apple (one, small)

b. raw celery (two and a half stalks)

c. * raw carrots (one, medium)

d. cooked potatoes (two-thirds cup)

(NOTE: * represents correct response)

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 2 Evaluate methods of preserving nutrients

**Performance Objective:**

Given: Given food preparation methods,

Task: the student analyzes nutrient preservation

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Jenna is preparing carrots for dinner by cutting them into small cubes to simmer in water. What effect does this method of preparation have on the vegetables?

**Possible Answer:**

Vegetables cut into small pieces expose more surface to heat and water, resulting in softer texture and loss of nutrients.

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 2 Evaluate methods of preserving nutrients

**Performance Objective:**

Given: Given procedures for preparing a vegetable,

Task: the student determines the better procedure

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

How much water should be used to simmer green peas?

a. twice as much water as the peas

b. water covering the peas

c. * a small amount of water

d. water to within 1" from top of pan

(NOTE: * represents correct response)

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 3 Describe high and low calorie foods and beverages

**Performance Objective:**

Given: Given a list of foods,

Task: the student determines calorie content

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which food is considered low calorie because it is bulky but not fat?

a. lean meat

b. cheese

c. milk

d. peanut butter

e. * bran

(NOTE: * represents correct response)

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 3 Describe high and low calorie foods and beverages

**Performance Objective:**

Given: Given a situation,

Task: the student identifies foods that could be substituted to reduce caloric intake

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Burt is concerned about the amount of fat in his diet; he wants to maintain his weight. List at least four specific foods he should eat to help him reduce his fat intake.

**Possible Answers:**

To reduce the amount of fat, Burt should eat:

(1) clear soups instead of cream soups

(2) lean meat, fish and poultry instead of processed meats

(3) skim milk instead of whole milk

(4) broiled foods instead of fried foods

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 4 Compute caloric intake

**Performance Objective:**

Given: Given a specific activity level,

Task: the student computes calories consumed

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

A person who is moderately active uses about 15 calories per pound to maintain his/her weight. Multiply your weight by 15 to determine the number of calories you are currently consuming to maintain your weight.

Possible Answer:

Answers will vary depending on students' weights.

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 4 Compute caloric intake

**Performance Objective:**

Given: Given a situation,

Task: the student computes calorie reduction

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Gordon is 12 pounds overweight. You know that each pound of fat contains 3500 calories. Gordon would like to lose 3 pounds over the next three weeks. How many calories will he have to reduce per day to reach his goal? Show your work.

**Possible Answer:**

Divide 7 days in the week into 3,500 (equals 500 calories per day). If Gordon reduces his caloric intake by 500 calories per day, in 3 weeks he should have lost 3 pounds.

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 5 Determine activity level

**Performance Objective:**

Given: Given information presented in class,

Task: the student identifies procedure for achieving activity level

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is not a correct procedure for achieving an activity level.

a. consult health professional

b. establish balanced exercise

c. warm up gradually

d. * same goal for everyone

(NOTE: * represents correct response)

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 5 Determine activity level

**Performance Objective:**

Given: Given an exercise program,

Task: the student determines the strategy to follow

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is the first step in planning an exercise program?

a. plan to exercise after meals for greater weight loss

b. exercise until you can enter competitive programs

c. * set aside a specific time each day in which to exercise

d. begin your program with physically demanding exercises

(NOTE: * represents correct response)

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 6 Develop a weight control plan

**Performance Objective:**

Given: Given a situation dealing with weight control,

Task: the student chooses the most appropriate option

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

How should a meal be eaten to allow the digestive system to realize its full capacity level?

a. eat as rapidly as possible and then rest

b. * make the meal last about twenty minutes

c. eat hot foods before cold food

d. eat the meal while standing up

(NOTE: * represents correct response)

**Competency:**

Duty Area: F Comparing Nutritional Needs at Different Stages of Life Cycle

Task: 6 Develop a weight control plan

**Performance Objective:**

Given: Given a case situation,

Task: the student analyzes procedures to follow in dealing with weight loss

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Darcy has been dieting to lose weight. In the beginning she lost almost a pound a week. For the past two weeks her weight has remained the same; she is becoming discouraged with her diet and feels she is getting nowhere. What does Darcy need to know about her weight control diet?

**Possible Answer:**

Darcy is on a plateau. She is not losing weight because her body is making adjustments to her weight loss plan. She should not give up her diet. Eventually she will begin losing weight again. The length of time for the plateau varies with each individual.

**Competency:**

Duty Area: G Recognizing Special Dietary Needs

Task: 1 Plan menus to meet special needs

**Performance Objective:**

Given: Given a situation,

Task: the student plans a full liquid diet menu

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Plan a luncheon menu appropriate for an individual who is recovering from an appendectomy and is ready to start eating a "full liquid diet."

**Possible Answer:**

Such a menu might include:

Strained V-8 Vegetable Juice
Strained Cream of Potato Soup
Strained Oat Bran Cereal
Chocolate Pudding
Milk

**Competency:**

Duty Area: G Recognizing Special Dietary Needs

Task: 1 Plan menus to meet special needs

**Performance Objective:**

Given: Given a situation,

Task: the student plans a diet which limits a specific nutrient

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Plan a dinner menu appropriate for an individual who has been told by the doctor to limit fat intake.

Possible Answer:

Such a menu might include:

Baked Chicken
Baked Potato Simmered Carrots
Angel Food Cake
Skim Milk Coffee

**Competency:**

Duty Area: G Recognizing Special Dietary Needs

Task: 2 Plan meal service to meet special needs

**Performance Objective:**

Given: Given a situation,

Task: the student plans meal service for a person with special needs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Your mother recently broke the arm that she uses for eating and writing. Suggest food and utensils she could use to make her mealtime less frustrating.

**Possible Answer:**

Choose foods that may be eaten with a spoon, cut food into pieces that can be eaten with a fork. Use glasses or cups with handles for easy grasping. Serve food on her plate rather than requiring her to serve herself.

**Competency:**

Duty Area: G Recognizing Special Dietary Needs

Task: 2 Plan meal service to meet special needs

**Performance Objective:**

Given: Given a situation,

Task: the student plans meal service for a person with special needs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Your little brother has been in bed with the flu and is just beginning to regain his appetite. Step 1) Design a bed tray that would make him feel better. In your drawing include dishes, silverware, beverage cup or glass, and a decoration. Your drawing will be evaluated on neatness, creativity, and the ability to motivate someone in ill health.

Step 2) Summarize your drawing by explaining how your food tray will give him a lift. Your summary will be evaluated on the inclusion of two or more ideas relating meal service to creating a feeling of well-being.

Possible Answer: Answers will vary.

**Competency:**

Duty Area: G Recognizing Special Dietary Needs

Task: 3 Evaluate special diets

**Performance Objective:**

Given: Given a situation,

Task: the student labels foods for a low fat diet

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "L" before the foods that are low in fat and "H" before the foods that are high in fat.

L 1. skim milk

H 2. sauteed bacon

H 3. potato chips

H 4. walnuts

L 5. skinned roast chicken

L 6. dry cereal

H 7. salad dressing

H 8. margarine

L 9. baked potato

L 10. whole grain bread

**Competency:**

Duty Area: G Recognizing Special Dietary Needs

Task: 3 Evaluate special diets

**Performance Objective:**

Given: Given a menu,

Task: the student analyzes nutrients

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Analyze the following menu and determine the nutrient which is present in an excessive amount. Suggest alternatives to each food which would be lower in that nutrient.

MENU

Canned Tomato Soup
Sugar Cured Ham Baked Potato
Buttered Frozen Peas Sauerkraut
Baked Custard
Milk

The above menu is high in _____(sodium)_____ .

**Possible Answers:**

1. Substitute home-made soup for canned soup, or eliminate the item.
2. In place of sugar-cured ham, substitute broiled hamburger.
3. Substitute steamed carrots for sauerkraut.

**Competency:**

Duty Area: G Recognizing Special Dietary Needs

Task: 4 Describe eating disorders

**Performance Objective:**

Given: Given a situation,

Task: the student labels the eating disorder described

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Meredith is overly concerned with dieting. She never eats lunch and has lost so much weight that she looks like skin and bones. What is Meredith's problem?

a. anxiety withdrawal

b. * anorexia nervosa

c. food binging

d. bulimia

(NOTE: * represents correct response)

**Competency:**

Duty Area: G Recognizing Special Dietary Needs

Task: 4 Describe eating disorders

**Performance Objective:**

Given: Given an eating disorder,

Task: the student identifies symptoms

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Describe at least three symptoms displayed by an individual who suffers from the eating disorder called bulimia.

Possible Answer: A person suffering from bulimia withdraws from family and friends, eats huge amounts of food in a short time, and vomits or uses laxatives to rid the system of food rapidly, in order to prevent weight gain. Individuals who are bulimic may suffer from a large amount of tooth decay.

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 1 Compare insurance options

**Performance Objective:**

Given: Given characteristics,

Task: the student recognizes characteristics of insurance plans

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Match the characteristic to the name of the specific insurance plan.

| Insurance Plans | | | Characteristics |
|---|---|---|---|
| e | 1. | disability insurance | a. pays surgeon's fees |
| d | 2. | regular medical insurance | b. pays for x-rays |
| b | 3. | health insurance | c. pays additional medical costs |
| a | 4. | surgical expense insurance | d. pays hospital bills |
| c | 5. | major medical insurance | e. replaces lost income |
| | | | f. covers passengers |
| | | | g. names beneficiaries |

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 1 Compare insurance options

**Performance Objective:**

Given: Given two forms of health insurance coverage,

Task: the student compares coverages offered

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Compare basic individual health care insurance with insurance offered through a Health Maintenance Organization.

**Possible Answer:**

Basic individual health care insurance includes several types of health care policies combined in various groups to fit special needs. HMO's are group plans which offer coverage that is less expensive than basic individual health care, because health care professionals are paid flat fees to work for the organization; participants may never see the same doctor twice. Individual health care coverage enables participants to use the health care professional of their choice. Some of the newer HMO plans also offer this alternative at less expense than basic health care insurance coverage.

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 2 Describe criteria for evaluating professionals and services

**Performance Objective:**

Given: Given a list,

Task: the student determines criteria used in selecting a health care professional

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is important in choosing a doctor?

a. * belongs to a specific medical society

b. on time for appointments

c. fees compare with other doctors

d. sells particular products of interest to you

(NOTE: * represents correct response)

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 2 Describe criteria for evaluating professionals and services

**Performance Objective:**

Given: Given insurance policies,

Task: the student identifies statements that should be avoided on policies

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which should be avoided, when selecting insurance policies?

a. a statement of premiums required

b. items excluded from the contract

c. benefits paid for different situations

d. * a cancellation clause if you become ill

(NOTE: * represents correct response)

Competency:

Duty Area: H Evaluating Health Care Services and Plans

Task: 3 Define consumer protection

Performance Objective:

Given: Given the task of explaining the meaning of consumer protection,

Task: the student develops a statement which includes reference to people and products

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Explain the meaning of consumer protection in our society. Include references to people and products in your response.

Possible Answer:

Consumer protection in the United States is based on the belief that people have the right to use safe, healthy products. The information they receive about products must be accurate and based on scientific tests. If individuals obtain and use harmful products, they have the right to register a complaint and to be repaid for their loss of health, time, or other negative outcomes.

Competency:

Duty Area: H Evaluating Health Care Services and Plans

Task: 3 Define consumer protection

Performance Objective:

Given: Given broad areas of public health,

Task: the student identifies government responsibility and authority

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a public health responsibility of the federal government?

a. general concern for the health of the people

b. prevention of spread of disease from one state to another

c. prevention of the introduction of disease from other countries

d. * setting fees charged by physicians

(NOTE: * represents correct response)

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 4 Identify legal rights and responsibilities

**Performance Objective:**

Given: Given a situation dealing with consumer rights,

Task: the student selects the most appropriate response

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

What action should be taken if you have a negative reaction to medication prescribed by your doctor?

a. report physician to the Food and Drug Administration

b. * contact your doctor and report your reaction

c. report situation to the American Medical Association

d. report physician's action to your Congress person

(NOTE: * represents correct response)

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 4 Identify legal rights and responsibilities

**Performance Objective:**

Given: Given a list of governmental actions,

Task: the student identifies consumer health protection

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which consumer health action is not protected by the government?

a. prevention of marketing hazardous substances

b. encouragment of advocates for consumers

c. support for the education of consumers

d. * promotion of product sales and consumption

(NOTE: * represents correct response)

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 5 Identify financial responsibilities

**Performance Objective:**

Given: Given a set of questions,

Task: the student identifies questions asked of a physician

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which question, regarding financial concerns, should be asked before making an appointment with a physician?

a. Is he/she available to answer questions on call?

b. How do his/her fees compare with those of other physicians?

c. * What are the usual charges for the needed services?

d. Does she/he offer insurance to cover medical costs?

(NOTE: * represents correct response)

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 5 Identify financial responsibilities

**Performance Objective:**

Given: Given a situation,

Task: the student identifies a responsible action

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which should you do if you are unable to pay a medical bill?

a. * discuss the situation with the business office

b. inform the Better Business Bureau of the situation

c. send money when available

d. do nothing until collection agency contacts you

(NOTE: * represents correct response)

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 6 Describe systems for health and financial records

**Performance Objective:**

Given: Given a list of items,

Task: the student identifies information important to maintain a health record

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which information would not need to be included to maintain a health record?

a. dental visitations

b. vaccinations

c. * exercise schedule

d. hospitalizations

(NOTE: * represents correct response)

**Competency:**

Duty Area: H Evaluating Health Care Services and Plans

Task: 6 Describe systems for health and financial records

**Performance Objective:**

Given: Given an emergency situation,

Task: the student identifies useful telephone numbers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

In case of an emergency, what is an important telephone number to keep beside your telephone?

a. your health club

b. the school nurse

c. * close friend/relative

d. local civil defense

(NOTE: * represents correct response)

**Competency:**

Duty Area: I Recognizing Careers in Family and Individual Health

Task: 1 Describe personal qualities and training required

**Performance Objective:**

Given: Given a list of skills,

Task: the student recognizes necessary skills for performing a health-related career

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which skill is not essential for pursuing a health-related career?

a. record keeping

b. * typing

c. communication

d. analytical

(NOTE: * represents correct response)

Competency:

Duty Area: I Recognizing Careers in Family and Individual Health

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given the Occupational Outlook Handbook,

Task: the student lists training requirements for a specific health-related career

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Select one health-related occupation and list at least five training requirements needed for that position. Identify an agency that could provide you with that information. Use the latest edition of the Occupational Outlook Handbook when developing your answer.

Possible Answer: Answers will vary.

**Competency:**

Duty Area: I Recognizing Careers in Family and Individual Health

Task: 2 Identify careers

**Performance Objective:**

Given: Given a list of careers,

Task: the student recognizes health-related careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which is not a health-related career?

a. * counter attendant

b. consumer safety officer

c. osteopath

d. nutritionist

(NOTE: * represents correct response)

**Competency:**

Duty Area: I Recognizing Careers in Family and Individual Health

Task: 2 Identify careers

**Performance Objective:**

Given: Given a list of careers,

Task: the student correctly identifies health-related careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which career requires a person with skills in health care?

a. family caseworker

b. cell maker

c. * occupational therapist

d. entomologist

(NOTE: * represents correct response)

**Competency:**

Duty Area: I Recognizing Careers in Family and Individual Health

Task: 3 Investigate working conditions and income of specific careers

**Performance Objective:**

Given: Given the Occupational Outlook Handbook and Guide for Occupational Exploration,

Task: the student lists five working conditions typically found in health-related careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Using copies of the Occupational Outlook Handbook and Guide for Occupational Exploration, list five working conditions found in health-related careers.

Possible Answers:

1. communications skills
2. human relations skills
3. work with x-rays
4. analyze specimens
5. treat various conditions
6. use highly technical equipment
7. maintain accurate records
8. gather statistics
9. prepare reports
10. fit equipment to patient needs

Competency:

Duty Area: I Recognizing Careers in Family and Individual Health

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given the Occupational Outlook Handbook,

Task: the student lists income expected along with working hours and fringe benefits of a specific health-related career

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Select a health-related career from the Occupational Outlook Handbook, list expected income, working hours and fringe benefits, if any.

Possible Answer: Answers will vary.

Competency:

Duty Area: J Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given a list of management skills needed for a home-based business,

Task: the student correctly identifies the one that is not essential for an entrepreneurial business

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a matter of concern in a home-based business?

a. a work area

b. * supervision

c. communications

d. time schedules

(NOTE: * represents correct response)

**Competency:**

Duty Area: J Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

**Performance Objective:**

Given: Given a case situation,

Task: the student correctly determines the health care occupation performed by the individual

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which would be a home-based career involved with helping others in their homes by maintaining hygiene, preparing food, maintaining health records, etc.?

a. visiting registered nurse

b. medical technician

c. * homemaker/home health aide

d. physician's assistant

(NOTE: * represents correct response)

**Competency:**

Duty Area: J Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

**Performance Objective:**

Given: Given a list of resources and skills needed to be an entrepreneur,

Task: the student identifies characteristics for success

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Resourcefulness is the ability to meet and handle a situation; which characteristic would not qualify according to this definition?

a. self-confident

b. hardworking

c. goal-oriented

d. innovative

e. * indecisive

(NOTE: * represents correct response)

**Competency:**

Duty Area: J Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

**Performance Objective:**

Given: Given a list of resources and skills needed to be an entrepreneur,

Task: the student identifies characteristics for success

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "T" before the statement that is true and "F" before the statement that is false in identifying skills of an entrepreneur.

T 1. Technical knowledge is essential.

F 2. Knowledge of business procedures is unnecessary.

T 3. A responsible person accepts blame for failure as well as credit for success.

F 4. Money is the most important resource an entrepreneur can possess.

(NOTE: * represents correct response)

**Competency:**

Duty Area: J Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

**Performance Objective:**

Given: Given statements concerning ownership of a business,

Task: the student identifies the advantages and disadvantages involved

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. An entrepreneur is totally responsible for the success of the enterprise.

F 2. A successful entrepreneur can take time off any time he/she feels like it.

T 3. Personal satisfaction is one reward of entrepreneurship.

F 4. The "boss" gets paid whether or not anyone else does.

**Competency:**

Duty Area: J Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

**Performance Objective:**

Given: Given statements concerning ownership of a business,

Task: the student identifies the advantages and disadvantages involved

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Match the reason for entrepreneurship to the definition.

| | DEFINITIONS | REASONS FOR ENTREPRENEURSHIP |
|---|---|---|
| d | 1. doing what you want with your life | a. status |
| e | 2. freedom from control of others | b. profit |
| b | 3. amount of income after expenses are paid | c. job security |
| c | 4. assurance that you won't be fired | d. personal satisfaction |
| a | 5. social rank or position | e. independence |
| | | f. risk taker |
| | | g. goal-oriented |

**Competency:**

Duty Area: K Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

**Performance Objective:**

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Who is our state leader?

1. attorney general
2. * governor
3. chairperson
4. president

(NOTE: * represents correct response)

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 1 | Define leadership |

**Performance Objective:**

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write the name of the current official beside the position he/she fills.

1. Governor_____
2. State FHA/HERO President_____
3. State Representative_____
4. Mayor_____
5. Chapter FHA/HERO President_____
6. Missouri State FHA/HERO Advisor_____
7. National FHA/HERO President_____
8. Principal_____
9. Superintendent_____
10. Regional FHA/HERO President_____
11. Homemaker_____

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 1 | Define leadership |

**Performance Objective:**

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Leadership involves both leading and following.

T 2. Leadership reaches out and shares personal skills and resources.

F 3. Leadership is an autocratic process.

F 4. Leadership traits are inherited.

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 1 | Define leadership |

**Performance Objective:**

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which description defines leadership?

a. responsible for the success of the chapter

b. plans, organizes, controls, and coordinates meetings

c. * encourages other students to participate and work toward group goals

d. emphasizes getting the job done without considering the feelings of others

(NOTE: * represents correct response)

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 2 | Identify leadership qualities and skills |

**Performance Objective:**

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Which traits are good leadership qualities?

a. communicates well, involves everyone, and demands own way

b. * manages time well, accepts responsibility, and encourages participation

c. selects friends for chairpersons, communicates well, and takes pride in the organization

d. regimented, motivated by self-interest, and manages resources well

(NOTE: * represents correct response)

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 2 | Identify leadership qualities and skills |

**Performance Objective:**

Given: Given a list of traits,

Task: the students identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "T" before the statement that is true and "F" before the statement that is false.

T__ 1. The chapter president demonstrates good leadership by making members feel welcome.

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 2 | Identify leadership qualities and skills |

**Performance Objective:**

Given: Given a list of skills or a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The president should ask for the treasurer's report before the minutes are read, when using correct parliamentary procedure in following an agenda.

## FAMILY/INDIVIDUAL HEALTH

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 2 | Identify leadership qualities and skills |

**Performance Objective:**

Given: Given a case study/situation,

Task: the statement identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

During FHA/HERO week, the Family/Individual Health Class sponsored a school assembly on AIDS. Students assumed responsibilities for various jobs. Which member demonstrated positive leadership skills?

a. Sally's publicity posters were scheduled to be up by Tuesday, but were found in her locker on Wednesday.

b. John's duty was to set up chairs in the assembly hall Wednesday after school; he chose to attend basketball practice instead.

c. * Katherine contacted the speaker and arrived early to greet him/her.

d. Jason set up the public address system, without allowing time to test it.

(NOTE: * represents correct response)

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 3 | Demonstrate leadership qualities and skills |

**Performance Objective:**

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become an FHA/HERO leader

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Rank the steps followed to achieve Power-of-One recognition using letters a,b,c,d,e.

a 1. select a module

d 2. confer with measurement team

c 3. form and carry out plan of action

b 4. complete check list and determine goal

e 5. submit evidence to state office

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 3 | Demonstrate leadership qualities and skills |

**Performance Objective:**

Given: Given a problem,

Task: the student demonstrates leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

The National FHA/HERO Week Committee cannot agree on which activities to present to the chapter. Which committee member's statement exemplifies good leadership skills?

1. "I know everyone wants to have a dance."
2. * "Let's list all the possibilities."
3. "No one wants to do that."
4. "Red and white day is always Friday."

(NOTE: * represents correct response)

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 3 | Demonstrate leadership qualities and skills |

**Performance Objective:**

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become a leader in one FHA/HERO event

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Jennifer and Aaron want to attend the National FHA/HERO Leadership Meeting. They chose STAR Events as their goal. Rank the order of their route to achieve their goal using letters a,b,c,d,e.

c 1. compete/win at District STAR Events

b 2. compete at regional level (optional)

a 3. planning process at chapter level

d 4. compete/win at State STAR Events

e 5. compete at National STAR Events

**Competency:**

| | | |
|---|---|---|
| Duty Area: | K | Developing Leadership Through Future Homemakers of America |
| Task: | 3 | Demonstrate leadership qualities and skills |

**Performance Objective:**

Given: Given a problem,

Task: the student uses leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

**Criterion-Referenced Test Item:**

Bob and Susan are participating in a local FHA/HERO meeting. Susan has the floor but Bob interrupts to express his opposing opinion. How do the rules of parliamentary procedure solve this problem? Check all of the correct solutions.

1. * Any member calls for a point of order.
2. * The chairperson or parliamentarian rules Bob out of order.
3. Only agreeing opinions can be discussed.
4. The advisor rules Bob out of order.
5. * Bob may express his opinion when recognized by the chair.

(NOTE: * represents correct response)